Interview with [P8]

P = Participant at case study institution

The following conventions are used in transcription of spoken interviews:

[replacement information in square brackets]

[redacted information in grey in square brackets]

[?] = unintelligible missing word(s); immediately following word = unclear[?]

[#] = redacted numerical information

CAPITALS to signify emphasis in speaking

((Extraneous information in double brackets))

Researcher  
So um just to say something briefly about the project. So obviously you read the project information we're looking at, you know how English is increasingly being used for academic programs of study at European universities. So we started in the Netherlands because they were kind of early implementers of English language programs. And I'm kind of looking at Austrian and some other people are working on Spain and Italy and some other countries.

[P8]  
I'm thinking that in in Spain and Italy, it's not so used English in the programs it started much than and the Netherlands and so. Yes.

Researcher  
Yeah. Yeah. I think like the the Netherlands are started earlier. Umm. Yeah. So it's like the countries are at different stages, but we're still assuming that it's increasing, but that is you know different stages of this kind of development. But we have to find out. That's what we're doing ((laughing)).

[P8]  
((laughing)) Yes, it's your PROJECT underway to do this project. Yeah.

Researcher  
Yeah. So um yeah, so um just to warm up a bit. Could you tell me a little bit? You're the [unit role] of [subject area]. So what? What does that involve?

[P8]  
Yes, uh, at first I don't know if you have an idea about the [role]. It's not the MAIN job at our university, it’s all something administrative you have to do in addition to your research and your own teaching. And it's not a FULL time job. That's that's important because therefore I have not a lot a lot of TIME to do all this this tasks and yes.

Umm, I do it since more than [#] years now. And yes, that's that's a challenge ((laughing)). And actually I don't know why. Yes, I I know why, because we have a I'm uh I have [redacted identifying information] at the [case study university], and I have a long experience with this university and now our programs have changed and we have a lot of people who are working here for only few years or two years and then the they move to the next university. And for them, it's really COMPLICATED to [redacted identifying information] because there have no idea and at the moment when they are familiar with all the tasks, they have to move to the next university and THAT makes no sense. And I'm one of this old fossils who are working there till their retirement and it's, yes, it's, it makes sense that we are responsible for this.

Researcher  
Right.

[P8]  
OK, why do I have to do is first of all [redacted identifying information]. Uh to EXPLAIN, we have about [#] students in [subject area] only in these programs, and we have a lot of programs, we are the [redacted identifying information], because we have a lot of different programs. We have a HUGE bachelor program in [subject area] divided into [#] different topics and the students have to start with [subject area] for the first year all together and then they can decide for [subject area], [subject area], [subject area], [subject area], [subject area], [?], and [subject area], and so on. And they need[?] different courses. And THEN we have a lot of MASTER programs. Uh, it's a little bit a little bit COMPLICATED in [subject area] because uh, we have some master programs I'm not responsible for, this is [subject area]. Therefore, I can't really answer. I think it's questions three about like [subject area], because I'm [redacted identifying information]. They are a part of the [subject area]. But we have and I'm responsible for [#] master programs and in addition for the [subject area] for the schools. And altogether we have this about between [#] and [#] students. It depends. It's it's changing from year to year and that's that's a challenge ((laughing)).

Researcher  
It’s quite a responsibility ((laughing)).

[P8]  
Yes ((laughing)).

Researcher  
Do you do you, do you have, are you allowed to place RESTRICTIONS on student numbers or is it not allowed, you are, yeah.

[P8]

Yes. It's uh, we have an admission EXAMINATION for the students of our bachelor program and but NOT for the master programs.

Researcher  
OK.

[P8]  
According to the Bologna process, everybody who has finished a bachelor in [subject area] or yeah or similar fields CAN apply for a master program. And yes, that's what that's that's really complicated and we can talk about it later because this has to do with the ENGLISH programs in many cases ((laughing)).

[P8]  
Umm.

Researcher  
But you're not allowed to restrict the German master's programs for [subject area]. The numbers?

[P8]  
We have no RESTRICTIONS on the master programs at the moment.

Researcher  
Right. OK.

[P8]  
And we have this entrance examination for the BACHELOR students. And yes, that's that's complicated. And then we have a lot of master programs, and I have to we have to ORGANIZE this. And I think this is really enough to do. But we have also to do, and therefore I think you are doing this interview, we are also RESPONSIBLE for NEW master programs or for the change to another language. But it's not MY decision I can. The decision is uh in the Rectorate. Then we have um a WORKING group who is doing this master, this new master programs and I have only little yes to [redacted identifying information], but I have, it's not MY decision to to say OK I think it would be much better to have this master program in English.

Researcher  
Yeah, but you're you're AWARE of, like, these considerations.

[P8]  
I'm AWARE of this, and I I I'm INCLUDED in this PROCESS, but it's not my task to say I want to do this and I think this is good or not. Yes, of course I can I I am, I'm a part of the discussion, but the DECISIONS are made by some someone else.

Researcher  
So ULTIMATELY who who is the decision made by, who has the top decision making?

[P8]  
It's uh as you as as I wrote in your questions, it's this target. Uh, this, this, these ‘Zielvereinbarungen’, where the Rectorate make plans for the future, and and we have to THINK about this and we have to DISCUSS this with the the Rectorate, and THEN to decide um do we prefer ENGLISH speaking English programs, this is MAINLY a part of the departments who are responsible for these master programs. And at the MOMENT, as we wrote, we have the decision to CHANGE our master program [German title subject area] into [English title subject area], and this was an EXTREMELY successful program. It's uh it's started [year]. Therefore this study plan is quite OLD and not yes, it doesn't fit in the modern times in some points and it was a GERMAN speaking program and we have really, really many students who are who came from various parts of Europe, and MAINLY from Germany. Ohh and it's not only [subject area] students and some people came from [subject area] or [subject area], and it's it's it's VERY attractive to them. And the COLLEAGUES who organized this program, these are the colleagues from the [unit name]. Uhm they have, they have ALSO a so-called doctoral school. It's the PhD program. It's called [name of program], and it's only English speaking because at the PhD level, it makes no sense to have a German program. And they wanted to to fill this gap between the master program and the PhD program, and in their opinion, it's much it's it would be much better to have an ENGLISH speaking program, but it makes some problems at the moment, and we're discussing about this, if this really a good idea.

Researcher  
OK. So is, is it STILL under discussion? You haven't yet MADE the decision?

[P8]  
Yes, it WILL be an English program, but we are we are discussing at the moment what problems will arise from this from this change to English to the English program, because we have this experience from other programs. We have already, we have already English speaking masters. We have [subject area] is in English, [subject area], and [subject area]. And we had QUITE different REASONS why to change to English in these programs.

It's easy to explain in [subject area]. [Subject area] was not really ATTRACTIVE for our students. They had VERY low numbers of students in this master program, and there was the idea to to SHUT this master and oh, it's, they have not enough students, it makes no sense, it's too expensive to offer this program for the university. And the COLLEAGUES in [subject area], and we have a long tradition a long science tradition in [subject area], they were not really HAPPY about this, because they wanted to CONTINUE with their master program. And THEIR idea was that an English program would be attractive to people OUTSIDE the German speaking area, and MAYBE the student numbers will increase. And this was and this really WORKED, because now we, a LOT of of of students from English speaking countries or from other countries, because English is more or less a lingua franca now in [disciplinary area]. And the student, the NUMBERS of students uh increased really since this change, and this was a really good STRATEGY for them. But OTHERWISE we had we OBSERVED that students from Austria and from from Germany, the numbers of them DECREASED in this time. They're not really interested in an English English program, and we have ANOTHER master program which is quite SIMILAR to [subject area]. Uh, it is in GERMAN, and at the SAME time, uh, the numbers of students from AUSTRIA and Germany increased in this other program because the the GERMAN. And I EXPECT the same will happen for the for this for the [subject area] master, because of some of the students, I don't know why, they say ohh it's so complicated to think in English and to have all the lessons in English, and we don't know and the exams will be more difficult for us. Maybe this is this is a problem for them. I don't, I cannot IMAGINE that it's really a problem, because all all of the students have a long time of English at school and they should they should be able to FOLLOW the the lessons and so on. But I don't know WHY this is, but maybe it's easier, maybe it's more comfortable for them, and this was our observation.

We had this OTHER program. It's, uh, [subject area]. It's a VERY, very small master program with a LOW number of students. And in THIS program we have also an ADMISSION examination, because it's organized between two universities, [case study university] and [university name]. And they work close together. It's a joint master program, and they wanted only a really LOW number of students, I think 20 per year, that's that's QUITE low for us. And at this program, yes, now it it needed I think two or three years that the student numbers increased, but nearly everybody is from an English speaking country. They have a LOW number of students from Austria or Germany, but I think that's not the problem. It's the language it's it's not so attractive for the students. It's a very theoretical [subject area] and a lot of [subject area], and I think this is, and we have also a master in [subject area], and students who are interested in this in this they choose [subject area] and not this small master program. Therefore it's not really represent representative for these decisions.

Researcher  
Right.

[P8]  
And then we have [subject area]. It's since some years, I think since [#] years in, in English, and I REMEMBER the idea at this time was that this department has a lot of staff from English speaking countries or not German speaking researchers and so on. And these people have to TEACH, and it's better for them to teach in ENGLISH than than in German, of course.

Researcher  
Sorry. Why is that, so German speaking staff, or do you mean the international staff?

[P8]  
The international staff. We have a LOT of international stuff, and that's, and I think that this will be in FUTURE the main problem to to continue with German speaking programs, because we have an INCREASING number of international staff. And of course they have, they have to to LEARN German and there is the idea that after THREE years they have to teach in German. But actually this is not possible for most of them.

It's it's, it's not, it's it DOESN'T work, and therefore it's quite easier for to have an English program, and we have also courses in English, even in the German programs, it's not a problem because we expect that everybody who is who's who starts with the study and Austria is able to to speak, to have ENGLISH KNOWLEDGE to follow these courses without any problem.

Researcher  
And the international staff recruitment is umm to to to DRAW from a bigger pool of of researchers, or for collaborations or?

[P8]  
Yes, at the structure of the university, especially in [case study university], but I think it's all over the world has CHANGED. When I started to work, we had continuously careers. We started at the same university and we had our job there and we did our research. But now the contracts are completely different. People have only contracts for five or six years and maybe they will become a tenure track. But otherwise they have to change and to find another opportunity to work. And THEN we have a lot of ‘Drittmittel-‘, third party funded staff who are working in projects and so on only for a LIMITED time. And these people came from all over the WORLD.

Researcher  
Do they also TEACH on the programs and that's what-

[P8]  
Also teach, in Austria we have also teach. We have no we have no division between research and teaching, because everybody who is working in research has the OBLIGATION too to teach.

Researcher  
OK.

[P8]  
And and it depends on the contract, uh, how many hours per week you have to teach. A FULL professor has to teach 8 hours per every week, and tenure track has to teach about four hours, and that there are so many different contracts ((laughing)).

Researcher  
Right ((laughing)).

[P8]  
I really don't know. But people who are working here, they have to teach. And for THEM it's not possible to teach in German. But sometimes this is really complicated, because we have international colleagues from from China, from India and from China, or from southern Southern America, and their English is not so good ((laughing)). And it's sometimes really complicated because they're not able to speak German, NOT really able to speak fluently English, and the students don't like this if they don't understand anything. That's that's SOMETIMES a problem.

Researcher  
OK, so have they complained to you, the students.

[P8]  
Yeah, yeah. They come and complain about some courses, saying we don't understand the the teacher and so on. And then we tried to find a solution ((laughing)).

Researcher  
So it it's like the the RESEARCH creates this kind of conflict in teaching and like this is kind of having an impact on the teaching

[P8]

Yes, yes.

Researcher

And also influencing language of instruction. Right.

[P8]  
Yeah, and I, but I think it makes really SENSE to teach in English, especially in [subject area] or in other [disciplinary area] because uhm, as I told before, it's the lingua franca we are we are we are PUBLISHING in English. We are we have to READ everything in English. We have so only few journals who are publishing in German. We don't DO this because you you will not REACH a lot of readership if you publish in German. Therefore it's it's NORMAL to publish in English. And for the students, in my opinion it's more comfortable to have English courses because if you're writing a seminar work or something else you have to English LITERATURE, and then it makes no sense to translate it to German. And sometimes it's really it's really funny to read this because ((laughing)).

Researcher  
Yeah. It's it's hard to do, as well isn’t it, because you don't have the equivalent necessarily vocabulary or yeah.

[P8]  
Yeah. Yes.

Researcher  
So this new master’s program that's uh, it is going to change to English, but you don't, sorry it's not a NEW program, it IS going to change to English, you don't know-

[P8]  
Yes, no, it will be more a NEW program because we will have to change a LOT in this program. As I told you, it's it's more than [#] years old and it stems from another time. It's it's already originated[?] under completely different conditions.

Researcher  
Right, yeah. And and when so that means there won't be a German equivalent for that, but there will be other things that people might do that's kind of related.

[P8]  
There will be sometimes equivalence but we have MAINLY new people who will do this program because some of the former professors are retired. Some of them died already. It's, [#] years is a LONG time, you know ((laughing)).

Researcher  
Yeah, I hope they didn't die on the job ((laughing)).

[P8]  
Not on the job but after retirement, they were still teaching and ((throws hands in air)).

Researcher  
Right. Yeah, yeah, sure. OK, so so you you mentioned that the next uh question isn't relevant to you, so let's let's just skip through, skip that one.

[P8]  
Yes, because I have NO idea about this. This is organized by my colleague [name], and she was organized. But the [subject area] master was already in English and [subject area] was also in English.

Researcher  
Oh really OK.

[P8]  
Yes, because [subject area] had since MANY, many years and international staff, it's it's there's an own [unit] for [subject area], and I think they never thought about a German program ((laughing)). It was [?] for them to have it in English but I'm, yeah, I'm not responsible for this.

Researcher  
OK, so the [subject area] in your [subject area], you mentioned that it's taking time to change it because you're also changing the curriculum as well and you've got new staff. And are there any other other kind of DIFFICULTIES that need to be overcome with the implementation of it in ENGLISH or no?

[P8]  
No, no ((shaking head)), because MANY of of the staff who will TEACH in this program is teaching it NOW in English, and we have some colleagues, some international colleagues, I think it will be no problem for them. And they have so many connections to other and joint programs with universities in Italy and so on and I, they have to speak English and therefore I think it's REALLY a good idea to to change to English.

Researcher  
OK.

[P8]  
No.

Researcher  
Alright, um so has anyone expressed any other types of CONCERNS? So when people have discussed this move to English other than the ones you've already mentioned, no, it's just kind of.

[P8]  
No, no. So there was no discussion about it. Everybody, it was CLEAR for everybody that this is a NECESSARY step, and we HAVE to change it the the language of this program.

Maybe.

Researcher  
So so there wasn't, it wasn't even DISCUSSED at all. It's just assumed or?

[P8]  
I THINK it was, maybe it WAS discussed within the department, I don't know, but when I um talked to the colleagues from uh from this field, they told me yes, we HAVE to do this in master in English it's absolutely NECESSARY.

Researcher  
And they didn't say why or they?

[P8]  
They say because they want to be ATTRACTIVE to students from all over the world. This was the main this was this was the main argument because I KNOW that we have with some, yes we we got mails from from students from everywhere who are interested in this master program and ask if it's possible to to start WITHOUT sufficient knowledge in German, but it's, if if the master is is in GERMAN, students who apply for this master program NEED a language level of C1 in German, and this is how is rather difficult for many of them. And therefore they're not able to to start with this program and there was no not really a discussion I think so for the for the colleagues, it was clear that it it will be changed to [name of master program] and, yes, I don't, I'm NOT aware about any concerns about this.

Researcher  
Umm OK.

[P8]  
I have no-, I have NEVER heard about it ((laughing)).

Researcher  
Do you mind if I ask you? I'm not sure if you're aware of it, but you've been working at the [case study university] for SO long. Someone had mentioned that previously there hadn't been a C1 requirement for German and that there were problems with the immigration authorities in in [city]. And that's one of the reasons why C1 was IMPLEMENTED because they said people were REGISTERING for courses and-

[P8]  
MAYBE this was really a problem some years ago it was really problematic because, but it was, I think it was not only the problem of the [case study university]. I think it was a problem of MANY universities in the European Union at this time that many people from very DISTINCT countries of try to apply for master program, especially from Iran but also from Bangladesh.

And it was sometimes really I don't know ((laughing)) WHAT they have started there because the the documents were not REALLY GOOD ones, so we didn’t know if they're, and it will, it it's it it SEEMS that it was really a PROBLEM and it was not the Centre of immigration because they came from, for them it it was not a problem, but it was a problem for the UNIVERSITY because I say for the UNIVERSITIES because I think. If MANY people start with the master program, then the University has to DECIDE what what is our what is our idea about this? Do we say OK, people want to come, come to EUROPE and they USE the way to be a student, to to, to get to get a visa or something else in the European Union, and we think this is OK, then we can handle this. But we have the problem that if if we have a lot of students uh registered for this program and they do NO exams, they are we never SEE them. Then we got we have the problem that the PROGRAM is so bad that the students are not not able to STUDY, and then we we have a problem with our MINISTER, they say that we we PAY a lot, people PAY a lot to the university, we are we are PUBLIC universities and we are paid according to the number of students and the students show no, no examination, NOTHING. And that, I think THIS was the main problem, uh that this, because the the the students are not able to speak enough GERMAN or to or speak speak ENGLISH in at a level to that allowed them to to come to this courses and do positive exams.

Researcher  
Right.

[P8]  
I think that was the main problem.

Researcher  
Right. So um and and this was why C1 was introduced for German, or you?

[P8]  
And we had all, but not only, not not only THIS because we had a lot of students, even in the bachelor courses, who came from neighbouring countries and who really want to study here in Austria and from Hungary or from Czechoslovakia, the and the, they have no C1 level, and they had REALLY problems here because their GERMAN was not good enough to follow the in the courses and they had REALLY problems with the examinations and they had an INCREDIBLE high dropout rate and this makes no sense ohh and therefore it was decided that the C1 level should would be better for them or to ensure their success at the at the university.

I think it's frustrating, it's frustrating for the students too, then. Umm they they started with the study and then they are not able to to participate in the courses and pass the exams.

Researcher  
Umm but but B2 is considered adequate in English, but it's NOT considered adequate for German, so that there's a kind of discrepancy in in this. It's not where I mean, if we were to take that as a reason, it would be a discrepancy.

[P8]  
Yeah, for the the problem IS, I think, it was not MY decision ((laughing)), but I but I think uh, B2 level in in in English a corresponds to our Austrian Matura level for that's that's for the finishing school. And then you have to the ALLOWANCE to go to the university and this has to be ENOUGH. And in German, German is a quite complex complicated language. I think it's much harder to learn than English and maybe this was the decision to change to C1. Because of this experience, that is, I think it's it's EASIER to follow a course in English with a B2 uh if you have a B2 level than to follow a course in German with the B2 level because yes, and being in Austria, our German is quite different to the German than in in Germany, and it's even hard for the student from Germany ((laughing)) sometimes to understand how sometimes, no that it's also a little bit problematic. And I think that therefore English is much BETTER because they have the same the same level and.

Researcher  
Right. Yeah, um do you think? I mean, so you mentioned before towards the beginning that the decision to change this um may, was actually kind of coming from the DOCTORAL level because they were already teaching subjects in the DOCTORAL school in English, so it's kind of, I guess allowing for progression. Should students want to progress through their OWN programs.

[P8]

Yes, yes.

Researcher  
Umm so yeah. So like my question number six was if you thought the REASONS for it being English may differ at master’s and doctoral programs, so.

[P8]  
The reason is I think that the doctoral programs are now all in English at OUR in our study program, there [?] but but I have to say I'm not RESPONSIBLE for the PhD programs. They are quite different in the organization and and the number of courses, and doctoral students are not NORMAL students because they have only to pass a a LOW number of examinations to have to concentrate on their PhD thesis and their RESEARCH project, and so on. And these students work in international working groups and therefore it's CLEAR that they have to speak English in course of their PhD project, and therefore it makes sense to have this program in English. And otherwise there are so many connections to other universities and especially in this program concerning [subject area], to have close connections to some international other universities from ALL over the world. And we have also teaching staff who will be exchanged between the different programs and therefore I think it was CLEAR that it is in English. At the MASTER level I think it makes SENSE and it was a it it's it's it's logical that to change it, too. Uh, but UM, the process is is acquired what was quite slow began in the last years because we had this long tradition to teach in German and so on. But I think the colleagues are really aware that's better also for the students to have this program in English. And I'm sure that also the students from Austria and Germany and WILL adapt to this new situation within the next years.

Researcher  
And do you think like the fact that you're able to RESTRICT student numbers for English language programs influences-

[P8]  
Uh not, not really. That's not, it WOULD be possible, but we don't do it. We don't do it in our [subject area] master, we don't do it in our [subject area] master. It's it's AS open as if the if the master program would be in German. It be it WOULD be possible, but we don't do it. It's not NOT planned for the [subject area] master. It SHOULD be an open master for for all the students who fulfill the uhm the requirements.

Researcher  
OK. OK. So yeah, you mentioned the ‘Zielvereinbarungen’ at the beginning, the target agreements, so you said you were going to come back, I mean, it’s question seven I asked you know do you think there's any impact of target agreements on the choice of language selection for academic programs or?

[P8]  
Yes, uh, our Rectorate TRIES to fulfill these ‘Zielvereinbarungen’ and they forced us to to change according to that, what is written in this target program, I don't I have NO impact on no uh on the ‘Zielvereinbarungen’, I can only read them because I'm not part of it. Umm and we try, we try to do what's what was mentioned there.

Researcher  
And but does it influence, uh, LANGUAGE in any way, do you think that-?

[P8]  
YES, yes, it it influence language in THIS way that if in the ‘Zielvereinbarung’ it is written that an English master is required, uh, then we TRY to do this because I I think I OTHERWISE the Rectorate will ask why do don't try to do this. What's what?

Researcher  
OK. So they DO actually mention it, and they mention which language they want something to be taught in.

[P8]  
Yes, yes. And and that affects the budget, does it for your department as well then?  
Ohh, I don't think that that, language has NO impact on the budget.

Researcher  
No, sorry. I meant the TARGET agreement itself, the target that affects the budget, so.

[P8]  
Yes, uh, I'm I have not really idea about the BUDGET because that's the problem of the [unit] and I'm yes, I'm sitting there, but I'm only responsible for [redacted identifying information] and the budget was never really a discussion THERE for for me as a for my part, but the the Rector is looking at that our staff is TEACHING enough and that we do not need too many people, external people for teaching this MAYBE has an impact on the budget but not has nothing to do with the with the language as on.

Researcher  
Right right.

[P8]  
But I'm not really INVOLVED in the in the decision about the budget of our of our program. This is this is this is the task of the Dean and the Deanery.

Researcher  
OK. Umm yeah, I guess just I mean thanks. You've given so many so MANY examples and so much insight. So I guess that just the the other questions were more kind of GENERAL ones so. You know, what do you think there are any kind of CONSEQUENCES of this increase of English or do you see it just uh I mean it can be, do you see it ENTIRELY in positive terms, or do you see there also there being challenges or so for example in your university or in society more GENERALLY or anything?

[P8]  
OK, at first for the STUDENTS, I think it's MUCH better because they're used in to, to write and speak in English in their field of education, and after a master program of, in MY opinion, I don't know if this is really TRUE, but to have a greater chance to get a PhD position EVERYWHERE in the world, because they they are used to speak English and they CAME from an English uh master program. I think for the STUDENTS that is REALLY, really a good idea for the students, really good. They will BENEFIT from this from this change, because they will be used in in writing in English and discussing in English during the courses and the seminars and I see at the moment it's quite popular for our students even in GERMAN speaking master’s to write their MASTER thesis in English.

Researcher  
Really.

[P8]  
And MAYBE they suppose that they will get a better MARK if they use English. I don't know WHY, because they're always we tell them please uh, yeah, yeah, we’re really happy if you write in English, but then you have to write in the CORRECT English. It's better to write in GERMAN in than to write it in a, yes, a very poor language. And we have it's it's we think this is problematic, but it's REALLY popular for the students, because we try that EACH master thesis should be PUBLISHED in a journal. And we are publishing in English and therefore it’s much more comfortable to WRITE a thesis in English, and it's it's much easier to to to to make a PAPER out of it, and I think the students will BENEFIT from this program from the English speaking programs, EVEN the teaching stuff will will will benefit.

When I READ your your questions, I was really thinking about the impact on SOCIETY ((laughing)) and and I and I have NO idea.

Researcher  
No, sorry ((laughing)).

[P8]  
Uh, because English, English is really, it's really COMMON in our society, because we have so MANY anglicisms in our in our language, uh we have so many English words in our in our DAILY language. And we have adopt uh many words from from from English and many people are able to speak English, but I have NO idea about the impact of a mast- of the LANGUAGE of a master program on society. Really, I don't know ((laughing)).

Researcher  
((laughing)) No, I I I was just trying to throw something in there to allow you to BROADEN the discussion if if you, you know HAD something that, but I I take your point, yeah.

[P8]  
I think it's a really INTERESTING question because I think you should think about it. What does it makes with our make with our sort of our society? That's that's REALLY interesting but ((throws hands in air and shakes head, smiling)).

Researcher  
It's fine, but I mean it, it sounds like largely you see it as a positive move this this TREND towards English, so yeah.

[P8]  
I don't know. Uh, the impact of the BREXIT on all this, because I have no idea ((laughing)). Maybe this also has an impact uh I was thinking really that the last weekend about it, when I read your questions, I was. Interesting. But I'm really sorry, I have no answer ((laughing)).

Researcher  
No, no, no, no, don't worry. No, it really was just in case um, you know, in case you wanted to broaden the discussion.

[P8]  
MAYBE, maybe, maybe it's important because THOSE students who are who are who will become [subject area] teachers, who they have the possibility to go to or to to, to participate in ALL the courses of the master programs, and if MORE students from these teacher programs are CONFRONTED with English, maybe they will take it to the SCHOOLS, and we have many BILINGUAL schools in Austria. And maybe in THIS way, it will have an impact on the society, because these are the guys who taking out what we are doing at the university to a very broad amount of people. They are, they have to contact to the, to the PUPILS to have contact to the, to the PARENTS of of the school children and to have an impact on a MUCH higher impact on society than than we have because we have only this, I will not, I will not say it's a LITTLE program, but we have only this these persons who are working at university or studying here; but TEACHERS, they go out and they are working maybe in problematic schools uh uh visited by by pupils from very poor families and they have no no possibility to have an additional course in English and so on. And MAYBE in this way it's, it will change SOMETHING and will have an impact on society. MAYBE, but I don't know if this is really true ((laughing)).

Researcher  
Mm-hmm. But if you anyway you see that as positive thing, so yeah.

[P8]  
YES, I think I think it's positive.

Researcher  
OK. I mean, I think previously you talked about, I mean this trend that there's more and more English and you possibly collaborate with other people at other universities in Austria or other in other countries. Do you see it as a similar kind of trend from your experience, or is it different?

[P8]  
YES, I know from some German universities there's a very similar TREND even in the parts of former Eastern Germany because of some colleagues that universities and this was formal times the German Democratic Republic, which where English was not REALLY the the FIRST language. And they have also changed to INCREASINGLY to English programs and to have a LOT of courses in English. Some some sometimes they have whole programs in English. I think it's an INTERNATIONAL trend and I don't, I have not really an idea about OTHER universities in Austria, but I think the the the number of of courses in English and maybe English programs is INCREASING, everywhere.

Researcher

Um I think we've kind of covered, sorry, you've spoken, you've spoken so much. I'm really, really grateful to you for all your, but I can, I can hear your voice is getting a bit or are you OK?

[P8]  
Oh, no. I mean ((laughing)).

Researcher  
I I think we've touched on pretty much everything, but is there anything else like YOU would like to mention? Maybe I've kind of overlooked something important to this topic that you thought of yourself in relation to language.

[P8]  
No, but I would been like to know, do you include also students in your project? Because I think the EXPERIENCE of students is also of interest because it's a, it's a very singular perspective if I speak about it, because I'm on a completely other LEVEL, I have to [redacted identifying information], and I have to THINK about it. What will it, how can we implement English in in our in our programs? But I think it would be really interesting to hear students what to think about it.

Researcher  
Yeah, yeah.

[P8]  
And ALSO people who are teaching because I am I'm also teaching sometimes in English, and I have a really long teaching experience, and I I LOVE to teach and I give lectures and I don't need a sheet of paper because I have it in my in my brain what I wanted to say. And it's a much more complicated for me to speak in English because in GERMAN I have, I will always find the right word. And sometimes in English I'll have to think about it, and I have MUCH more to concentrate to speak in English, and I have to PREPARE my lessons um much more intensive, because yes it's not my MOTHER tongue.

Researcher  
Yeah.

[P8]  
And I think from for some of people who are teaching in English, MAYBE this is also problematic, but I I think it's such a challenge we can work with.

And another idea is that I think, uh the answers would be quite different uh according to the DISCIPLINE, because in [disciplinary area] English is more or less NORMAL because as I told you, we have to PUBLISH in English and we have to READ in English. And if we go to a conference, we have to TALK in English, that's normal. But if you look in other areas such as [subject area] or [subject area], it's it's it makes NO sense to teach in English if you study German literature. It's and I think, especially in in, in, in [subject area] or [subject area] or [subject area], English is NOT so common because EVEN in publications.

Researcher  
Umm. Yeah, yeah. Yeah. Thanks. No, those are really good points. Yeah, well, it was there. Anything else I I didn't give you chance?

[P8]  
No, I think it was REALLY interesting and I think.

Researcher  
Thanks so much.